

SUPPORTING SCHOOLS AND  
STUDENTS TO ACHIEVE



*Building a  
Comprehensive Assessment Plan*  
*February 9, 2017*



# What is a comprehensive assessment plan?

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1. Communication document; *a plan, framework, a guide*
  - *Assessment monitoring 2017-2018*
2. Clearly articulates...
  - How assessment supports district ***Mission & Vision*** for school improvement
  - ***Beliefs & Values*** about the role of assessment in teaching and learning
  - ***Local decisions regarding testing***: Who, what when, where, why and how
3. Supporting Resource ... who will use and contribute to this document/plan
  - School Board
  - District Administration
  - Assessment Director
  - School Administration
  - Teachers
  - Parents



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## Example 1 – Cover page and table of contents

# **HENRY COUNTY R-1 SCHOOL DISTRICT ASSESSMENT PLAN**

**2012-2013**

Coordinators:  
Kaitlin Hopke, High School  
Becky Axton, Elementary



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# Possible sections

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  4. Background and rationale
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  5. Purposes of assessments
  6. Assessments
    - Assessment Map
    - State, district, school assessments
  7. Assessment Literacy
    1. Assessment Terms
    2. Quality, validity, reliability, fairness
  8. Test Security
  9. Roles and Responsibilities
  10. Professional Development
  11. Timelines/Schedules
  12. Resources and links
- Definitions
    - Summative
    - Interim
    - Formative
    - Benchmark
    - Screening
    - Progress monitoring
    - Unit tests
    - End of course assessments
    - College entrance exams
    - Special Education testing
    - Portfolio/Performance
    - English Language Learners



# Example 2 – Table of Contents

Hopkinton MA Public Schools 2012

*Learn, Create, Achieve Together*

## Table of Contents

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# Example 3 - Introduction



## Pocatello/Chubbuck School District #25 District Comprehensive Assessment Strategic Plan

The Pocatello/Chubbuck School District vision statement, mission statement, belief statements and learning goals provide the foundation for the Comprehensive Assessment System along with the District Strategic Plan and Idaho Core Standards.

**Assessment Vision:** Advance excellence in teaching and learning using assessment strategies that yield dependable and actionable information about student achievement through a comprehensive, balanced assessment system.

**Assessment Mission:** The District's Comprehensive Assessment System supports effective decision making and meets all key user needs by ensuring:

- Assessment literacy throughout the system.
- Assessment quality in all contexts.
- Learners become assessors of their own learning.
- Communication systems support and report student learning.

**Assessment Definitions:** A balanced assessment system includes:

- **Formative Assessment:** Formative assessment is a process that provides timely, actionable information used by teachers and learners during daily instruction.
- **Curriculum-Embedded Assessment:** Curriculum-embedded assessments are those that have been deliberately incorporated in the instructional material being used by learners or in the instructional activities routinely taking place. Examples include: Quizzes, End of Chapter Tests, and Common Assessments.
- **Interim Tests:** Interim tests are typically administered periodically throughout the school year to fulfill one or more of the following functions: Provide teachers with individual student achievement data; Predict readiness for success on summative assessments; Evaluate instructional programs/strategies. Examples include Unit Performance Tasks, Learning Target Assessments, and Datawise Idaho Core-Aligned Testlets.
- **Summative Assessment:** Summative assessments provide information regarding the level of student, program, or school success at an endpoint in time. Results are used to evaluate student achievement toward grade level standards, determine program effectiveness, and meet accountability requirements. Examples include: End of Course Assessments, Idaho Reading Indicator, College Entrance Exams, Smarter Balanced Assessment.
- **Universal Screening:** Universal Screeners are administered one to two times per year to identify learners who may be at risk of not meeting grade level standards. Examples include: CORE MAZE, CORE Vocabulary, Developmental Spelling Inventory, Elementary Math Fluency Screeners, Math Navigator Screener, ICS-Aligned PLATO Test Packs (MS), and Grades/Transcripts (HS).



# Example 4 – Background and Rationale

## Purpose of Assessment

An effective assessment program recognizes the relationship between a school district's mission and vision, national and state learning standards, district course curricula, classroom instruction, formative and summative assessment, and student learning. The purpose of the Bremen District 228 assessment plan is to ensure that assessment is fulfilling its intended role in this relationship.

The goal of the Bremen District 228 assessment program is to provide students, parents, teachers, administrators, board members, and the communities served by the district with accurate, reliable, and valid data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment
- Ensure alignment of the district curricula with national and state learning standards
- Inform the integration of technology in the classroom
- Assist in the placement of freshman students in core academic classes
- Assist in the selection of freshman students for advanced academic classes
- Evaluate district programs
- Inform decisions regarding the allocation of district resources
- Inform teacher instruction
- Improve student learning
- Evaluate the college and career readiness of students
- Measure student achievement
- Measure student growth
- Provide accountability for the district's stakeholders

In order to address these objectives, the district has implemented a comprehensive assessment program that includes both formative and summative assessments taken when students are in 8<sup>th</sup> grade and throughout the four years they are in high school.

*Bremen IL District 228, 2012*



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# Example 5- Purpose of Assessment

*Meramec Valley Missouri  
R-III School District*

## Meramec Valley R-III School District Local Assessment Plan

The Meramec Valley R-III School District Board of Education supports the establishment of a district-wide assessment program as one indication of the success and quality of the total education program in the school district. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the district-wide assessment program are to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
  - Help teachers with instructional decisions, plans, and changes in classroom objectives and program;
  - Help administrators identify student achievement levels and trends and work with staff to plan strategies to achieve school improvement goals;
  - Help the district make needed changes in curriculum;
  - Help the professional staff formulate and recommend instructional policy;
  - Help the Board of Education adopt instructional policies.
4. School and District Evaluation: To provide indicators of the progress of the district towards the goals and objectives of the CSIP and goals for graduation indicating *college and career readiness*.

In the continual effort to improve the effectiveness and efficiency of instruction, the district-wide assessment program will address the following:

- What tests are included in the district-wide assessment program, the purpose of each, and how the results are used and disseminated;
- Guidelines for including students with special needs into the district-wide assessment program;



# Example 6a –Assessments

Hopkinton MA Public Schools 2012

Various assessment strategies provide information at differing intervals and for different purposes. Each one provides a different perspective, and one cannot take the place of another. Together, they provide a balanced approach to assessment that informs decisions at the classroom, school, district, state, and national levels. Assessments can be categorized as small-scale or large scale. Within each category reside various types of assessments.

**Large-scale assessment** occurs annually or less-frequently and can be either criterion referenced or normed.

**State and national assessments** typically occurs annually but may be as frequent as twice annually for certain student populations or may occur only once. Information is used to show how students are performing against state standards or national norms, and to hold school districts accountable for student performance. Assessment instruments and procedures are standardized so that comparisons can be made across student groups. Examples of large-scale assessments include Massachusetts Comprehensive Assessment System (MCAS, MCAS-Alt, MEA-Q, MEPA), Advanced Placement (AP) exams, and Group Reading Assessment and Diagnostic Evaluation (GRADE).

**Universal screening assessment** can occur only once or it may occur multiple times annually, depending upon its purpose. Information is used for early identification of learning needs. Examples of universal screening assessments include the Early Screening Inventory (ESI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Some universal screenings take the form of curriculum-based measures (CBM) as is the case with DIBELS.

**Benchmark assessment** occurs two to three times annually. Information is used to identify strengths and gaps in curriculum and instruction and to determine how student groups are progressing. Grade-level curriculum may be refined, and teachers may adjust instruction for student groups based on their progress. Locally developed benchmark assessments should be based upon Massachusetts Common Core State Standards.

**Small-scale assessment** occurs frequently and should be standards-based or criterion-referenced.

**Classroom formative assessment** occurs continuously as students are learning and is considered assessment *for* learning. The purposes of formative assessment are to provide students with insight about their current level of achievement, to inform students about how they can improve their learning, and to help teachers identify and respond to student learning needs. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances. Examples of formative assessment strategies include observation and immediate feedback during learning experiences, quick checks for understanding, class discussion, strategic questioning techniques, rubrics (used by both teachers and students), non-graded student work samples, and student self-assessment.

**Classroom summative assessment** occurs after student learning has taken place and is considered assessment *of* learning. The purpose of summative assessment is to document achievement or mastery of standards at a point in time. It is used to inform others about students and used to certify competence or to sort students. Information is used to adjust unit instructional strategies or assessment tools that will be implemented in the future. Examples of summative assessment strategies include graded student work or essays, tests and quizzes, and final projects or performance assessments.

**Curriculum-embedded assessment** also occurs continuously within the instructional process. As the name implies, these measures are naturally embedded in instruction. Often students are not aware that the activity is in fact an assessment. Information is used to monitor student learning, inform instruction, or identify students in need of intervention, remediation, or enrichment. Curriculum-embedded assessments may be formative (assessment *for* learning) or summative (assessment *of* learning) in nature, and may include performance tasks, oral or written response, presentations/exhibitions, or other examples of student work. Common curriculum-embedded assessments also provide basic program evaluation data essential for grade level Professional Learning Communities (PLC).

**Diagnostic assessment** occurs only as needed. Such tests are used to identify a specific learning need, or to determine intervention techniques or strategies for targeted instruction. The information is commonly used during the Learning Support Team (LST) or referral process.

**Progress monitoring assessment** occurs regularly over time. Frequency depends upon the tier of instruction (within the Pyramid of Interventions). Information is used to mark student progress over time at frequent intervals when strategic instruction or intensive intervention is necessary. Data is commonly used within the context of a problem-solving situation (RTI or LST) when determining if, or to what extent, an intervention has been effective. Progress monitoring data is best analyzed by plotting it on a time-series chart.



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# Example 6b – Assessment Map Simple

## Academic Assessments for *All* Students

The following assessments are administered to students annually in the fall or spring during all-school testing. The purpose for each assessment is noted below:

<u>Students</u>	<u>Assessment</u>	<u>Purpose</u>	<u>Administration Dates</u>
9 <sup>th</sup> Graders	EXPLORE	<ul style="list-style-type: none"><li>• Establish benchmark data to assess student growth</li><li>• Provide data for teachers who utilize ACT College Readiness Standards</li><li>• Provide feedback to students regarding college/career readiness</li></ul>	October
9 <sup>th</sup> Graders	Practice PLAN	<ul style="list-style-type: none"><li>• Assess student EPAS growth</li><li>• Provide data for teachers who utilize ACT College Readiness Standards</li><li>• Provide students with PSAT test practice</li><li>• Provide feedback to students regarding college/career readiness</li></ul>	April
10 <sup>th</sup> Graders	PLAN	<ul style="list-style-type: none"><li>• Assess student EPAS growth</li><li>• Provide data for teachers who utilize ACT College Readiness Standards</li><li>• Provide feedback to students regarding college/career readiness</li></ul>	October
10 <sup>th</sup> Graders	Practice ACT	<ul style="list-style-type: none"><li>• Assess student EPAS growth</li><li>• Provide data for teachers who utilize ACT College Readiness Standards</li><li>• Provide students with PSAT test practice</li></ul>	April



# Example 6b – Assessment Map Detailed

Assessment Components	Grades Assessed	Purposes	Assessment Modes	Types of Items	Nature of Assessment Program	Vendor	Contract Start and End Dates	Administration Dates or Windows	Amount Time to take the Exam	Number of Students Tested	Annual Contract Cost	Other Notes
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Assessment Map 2: Example

Assessment Name	Grade / Range	Description of assessment (e.g., content strand, domain, areas covered within assessment)	Purpose and use of data	Type of assessment	Scoring procedure / turnaround time for providing feedback to students	Implementation schedule	Allowable accommodations / modifications	# of schools using this assessment / total # of schools in LEA serving these grades
NECAP Mathematics	3-8, 11	Assesses the GLEs/GSEs in Number & Operations, Functions & Algebra, Geometry & Measurement, and Data, Statistics & Probability.	Measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	
NECAP Reading	3-8, 11	Assesses Word ID, Vocab, Initial Understanding for Literary and Informational Text, Analysis & Interpretation for Literary and Informational Text	To screen for PLPs, To measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	
NECAP Science	4, 8, 11	Assess concepts and skills in Life Science, Earth and Space Science, and Physical Science. Inquiry skills are also assessed during a separate assessment.	Measure outcomes. Program evaluation.	Summative	Testing Contractor scores/3-4 months	May - 3 week window (in Gr. 4)	Per Table of Standard NECAP Accommodations found in appendices of NECAOP Administrator	
NECAP Writing	5, 8, 11	Writing Conventions, Response to Literary Text, Response to Informational Text, Report Writing, Narrative Writing	Measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	



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# Example 7 – Assessment Literacy

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1. Validity
2. Reliability
3. Fairness and bias
4. Test Blueprints
5. Observations and interviews
6. Raw Scores
7. Scaled scores
8. Cut scores
9. Grade-equivalent scores
10. Norm-referenced
11. Criterion-referenced
12. Psychometrics
13. Equating
14. Percentile rankings
15. Normal Curve Equivalent (NCE)
16. Understanding the limitations of data

An assessment that is highly reliable is not necessarily valid. However, for an assessment to be valid, it must also be reliable.



# Example 7b – Assessment Terms

## Definitions of Assessment Terms

- **Achievement Test** – A standardized test used to measure acquired knowledge or skills in a specific subject area (such as mathematics or reading.)
- **Aggregate** – All students in a district, school, or grade level.
- **Anchor Paper** – A student work sample identified for the purpose of exemplifying a specific level or score on a criterion-based rubric. Typically, one-two anchor papers are selected for each rubric level.
- **Authentic Assessment** – A strategy for assessment in which students are asked to perform engaging, real-world tasks that demonstrate meaningful application of essential knowledge and skills.
- **Benchmark Assessment** – A form of assessment most often developed within a school district and administered to students at particular intervals of the school year. The assessments serve several purposes: providing evaluative information about the impact of a curriculum or a program, offering instructional information that helps diagnose student strengths and weaknesses, and informing and guiding teachers' instructional decisions.
- **CBM (Curriculum Based Measures) and CBA (Curriculum Based Assessment)** – An assessment method used to determine the extent to which students are progressing in basic academic areas such as math, reading, writing, and spelling.
- **Cohort** – A group of students with a common defining characteristic, most often age group.
- **Common Assessment** – An assessment typically created collaboratively by a team of teachers responsible for the same grade or subject area and administered across student groups or classes.
- **Constructed Response** – A problem or question item that requires the respondent to compose an answer rather than select from list of choices. Essays, short answer, project presentation
- **Criterion-Referenced** – An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students.
- **Curriculum-Embedded** – Assessment that occurs simultaneously with learning in the classroom setting. If properly designed, students should not be able to tell whether they are being taught or assessed.
- **Diagnostic Assessment** – Assessment that provides the teacher with an understanding of the prior knowledge and skills of students, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.
- **Formative Assessment** – Non-graded assessment of student learning that a teacher uses to inform instruction. Formative assessment is often described as “assessment *for* learning.”
- **Performance-Based Assessment** – An alternative to traditional testing that requires a student to create an answer

*Hopkinton MA Public  
Schools 2012*



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## Example 8 – Test Security

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Describes Local security policies relating to testing

See also Idaho State Assessment Integrity Guide ([link](#))

- Local control decisions:
  - District policies on completion of assessment administration training (pg. 9)
  - District policy for Test Security Incidents (pg. 7-8, 11)
  - Handling escalation of information when encountering a sensitive situation or response (local level).
  - District policy for handling Test Security Agreements signed by proctors.

### TEST SECURITY POLICY ILA

**It is imperative that district-wide test security shall not be compromised. This applies not only to classroom teacher tests but especially to district-wide standardized tests – achievement tests, screening tests, etc. Those school personnel responsible for such testing must ensure that all test materials are secure at all times. When not in use, all test masters and answers, test books with answer sheets, scoring masks, etc., must be kept in a locked room or cabinet to prevent unauthorized access.**

*MERAMEC VALLEY R-III SCHOOL DISTRICT  
Pacific, Missouri 2013-2014*



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# Test Security

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## Assessment Monitoring Topics

### Local control decisions:

- Explain the process used in your district for maintaining security of test materials, test tickets, answer sheets, etc.
- Explain the process used to train staff in test administration and security, ethics, supports, accommodations, for all state tests
- Verify that test administrators and proctors have signed the Test Security Agreement for state assessments, where those are kept and who is responsible for them



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# Example 9 – Roles and responsibilities

## Roles and Responsibilities

A balanced assessment system involves all professionals and the learner within a culture of inquiry, or *professional learning community*, that utilizes assessment data to make the best decisions for all learners. The following sums up the roles of each:

### **Administrator**

- Provide continuous professional development in classroom assessment practices for faculty and staff;
- Identify and agree on district-wide standardized and locally developed benchmark assessments, and how to score and disseminate results in a timely manner;
- Monitor student assessment data and provide access to the state Data Warehouse (or similar data center) for teachers to monitor student assessments and learning;
- Establish data teams to review and disseminate aggregated, district-wide and school-wide assessment and other data, and to serve as data coaches for the schools
- Accommodate time within the schedule for teachers to collaborate with colleagues and teaching partners (for example, using Looking at Student Work [LaSW] protocol)

### **Educator/Team**

- Ensure that all instructional units developed in the district's curriculum database employ a balanced system of assessment;
- Involve students in the assessment process through reflection and setting of personal learning goals;
- Clearly communicate district and individual learning goals to students;
- Identify criteria, set benchmarks, gather continua of exemplar/benchmark student work;
- Regularly interpret and discuss grade level, classroom, and individual student performance data; and
- Problem-solve within the context of LST, PLCs, departments/grade levels, etc. to determine best interventions for struggling learners or best enrichment strategies for students who have mastered learning goals.

### **Learner**

- Assume ownership of learning;
- Use assessment information and reflection to set personal learning goals;
- Self-assess progress toward the attainment of personal learning goals.

The charts on the following two pages reflect the importance of balancing classroom level assessment with program and policy level assessments. Each summarizes important decisions to be made, by whom, and using what information. <sup>4</sup>

Hopkinton MA Public  
Schools 2012



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# Example 10 – Professional development for assessment

## Assessment Plan

### Section 5: Provisions for Professional Development Related to Student Assessment

**Rationale:** The teachers and administrators in the Henry County R1 School District participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of needs assessments.

The topics related to state and district-wide assessment that may be addressed at in-service opportunities include:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, LEP, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The RPDC works in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

*Henry County R-1 School  
District Assessment Plan  
2012-2013*



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# Professional development for test administration

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## Assessment monitoring considerations:

- Document test schedules, test locations, number of proctors
- Process for insuring students do not have calculators, phones, books, tablets, during specified testing sessions.
- Explain how students are monitored if they leave the testing room for a break while testing is in session
- Explain the process to insure that needed accommodations or designated supports for certain students are in place
- Explain the process for ensuring students taking alternate assessments is clearly identified and necessary paperwork is complete
- Explain the process for ensuring that teachers are correctly assigned to students in the given assessment applications



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# Data Quality

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## Assessment Monitoring Considerations:



- Multiple state assessment programs pull data from the ISEE Core.
  - What is the standard protocol for making sure that data is accurate and information is up to date?
- Plan might indicate what role in your district oversees data for ISEE



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# Example 11 – Timelines / Schedules

 <b>IDAHO STANDARDS ASSESSMENT PROGRAM</b> 		
<b>2016–2017 TESTING DATES/WINDOWS</b>		
<b>DATES</b>	<b>ASSESSMENTS</b>	<b>NOTES</b>
August 15, 2016 - March 15, 2017	Optional <u>Interim</u> Assessment	Optional Comprehensive and Block Assessments Grade 3-8 and HS.
August 15 - September 23, 2016	Idaho Reading Indicator (IRI), Fall	Fall Reporting/Discrepancy Window Closes October 24, 2016 (Optional Winter Testing: January-February 2017).
October 19, 2016 November 2, 2016 (Alternate Make-up Date)	PSAT	State-wide Optional Sophomore Administration (state-funded).
January 1 - March 31, 2017	ISAT Alternate Science (IPASS Portfolio Submission)	Required for Grades 5, 7, and 10. IPASS Closing March 31, 2017 at midnight (12:00 am MST).
January 30 - March 10, 2017	NAEP	NAEP will administer mathematics, reading, and writing assessments to students in grades 4 and 8.
February 06 - May 19, 2017	End-of-Course Science (Biology and Chemistry)	The EOC is a component of the Comprehensive Assessment Program. The High School End of Course assessments in Biology or Chemistry are administered in the spring to students in grades 10–12. Students are required to participate once during their high school years.
January 30 - March 10, 2017	WIDA – ACCESS 2.0 Idaho's English Language Proficiency Assessment	ACCESS 2.0 for ELs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is the English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs).
March 20 - May 19, 2017	ISAT- ELA & Math	Required for Grades 3-8 and 10 (Grades 9 & 11 - optional).
March 20 - May 19, 2017	ISAT–Science	Required for Grades 5 and 7.



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## Example 12 – Resources / Links

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- Idaho State Department of Education Assessment Pages  
Newsletter link <http://www.sde.idaho.gov/assessment/assessment-info/index.html>
- Assessment Monitoring  
<https://apps.sde.idaho.gov/AssessmentMonitoring/Content/files/AssessmentMonitoringUserManual.pdf>
- Idaho ISAT Portal [idaho.portal.airast.org](http://idaho.portal.airast.org)
- College Board
- Alt Science
- NAEP
- Idaho Assessment Users Community 2016-2017 [www.edmodo.com](http://www.edmodo.com)
- *Assessment Balance and Quality: An Action Guide for School Leaders*
  - (3rd Edition) by Chappuis, Commodore, Stiggins, 2010



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